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ABSTRACT

The Interdisciplinary Teacher Education (ITE) Program at Wayne State University prepares teachers for initial certification in elementary and secondary education. It also provides the initial professional training for students in special education, physical education, music, and foreign language education. This program along with art education and vocational and applied arts education comprises the preservice component of the Division of Teacher Education of the College of Education. The operational philosophy underlying the ITE program is predicated on the following four domains: (1) philosophy of education, (2) facilitation of instruction, (3) improvement of instructional climate, and (4) fostering humaneness. The ITE structure consists of three interdisciplinary teams. Each team develops and supervises programs involving schools in at least one of the regions of the Detroit Public Schools and in at least one suburb. The program is field-based and student assessment is based on publicly stated competency criteria. Instructors in each discipline articulate appropriate knowledge with the practicum experiences in an early and continuous contact between public schools, college undergraduate teacher trainees, and college instructors. (Information concerning program objectives, personnel, budget, contributions to teacher education, and evaluation methods and results is included.) (Author/RC)

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I. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

Generations of teachers have been prepared in their profession using the lecture method, culminating with a short practicum. This instruction has been provided by the various disciplines of educational theory, philosophy and didactics and the total teacher education program has often suffered from lack of articulation between these disciplines. Over the years attempts have been initiated to eliminate or minimize this lack of articulation. The program presented here is relatively unique in that primary teacher training is field based and student assessment is based on publicly stated competency criteria. Furthermore, instructors in each discipline articulate appropriate knowledge with the practicum experiences in an early and continuous contact between public schools, college undergraduate teacher trainees and college instructors. The locus of this instruction is the public school and children receive service from the teacher trainee as well as the various education professionals.

The Interdisciplinary Teacher Education (I.T.E.) Program at Wayne State University prepares teachers for initial certification in elementary and secondary education. It also provides the initial professional training for students in Special Education, Physical Education, Music, and Foreign Language Education. This program along with Art Education and Vocational and Applied Arts Education comprises the pre-service component of the Division of Teacher Education of the College of Education.

The principles embodied in the program grew out of a series of conferences during the Spring and Summer of 1971. These conferences pooled the thinking of faculty from the College of Education with that of faculty from other colleges in the university. Students, teachers, school administrators, and community representatives also provided input.

The principles provide that:

1. The program be field-based bringing future teachers into useful service with children in schools as early as possible. Pre-service students be regarded as professionals in training who can assume responsibility for educational relationships with pupils.
2. The program utilize interdisciplinary teams consisting of faculty from varied fields, teachers, school administrators, students, and community representatives.
3. Since many students must continue employment to support their college education, this program make every effort to accommodate this need.
4. All assessment of students be based on publicly stated competency based criteria.
5. All team members participate in program decision making.
6. The program be flexible enough to accommodate a variety of educational needs, expectations, and settings.
7. Students have experience and develop competence for teaching in schools differing in racial, socio-economic and programmatic characteristics.

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8. The program offer staff development potential to participating schools and agencies.

9. The program be built upon and continue to build upon the concepts of new ideas and new research.

II. OBJECTIVES

The operational philosophy underlying the I.T.E. program is predicated on four domain which grew out of the 9 underlying principles of this program. Each domain has stated competencies and performance objectives relating to these competencies.

Domain # 1 - Philosophy of Education:

The I.T.E. graduate can formulate his/her own philosophy of education. In addition the I.T.E. graduate can facilitate those activities and experiences which foster and encourage the development of consistent values and attitudes. Specifically he/she can:[1]

a. Criticize and react to educational thought.

b. Identify existing value sets.

c. Examine the value sets in terms of their consistency.

d. Evaluate the value sets.

e. Acquire values and attitudes.

Domain # 2 - Facilitation of Instruction:

The I.T.E. graduate can demonstrate competency in planning, implementing and evaluating instructional activities appropriate to each student's individual needs and interests. Specifically, he/she can:

a. Design instructional strategies to achieve objectives.

b. Organize learning environment to facilitate instructional strategies to be employed.

c. Employ, monitor and adjust instructional management procedures for each instructional strategy implemented.

d. Select and/or prepare and employ evaluation instruments and procedures appropriate to assess individual post-instructional performance of each instructional objective.

e. Analyze and interpret post-instructional evaluation data to determine the effectiveness of instructional delivery systems employed to accomplish each objective.

Domain # 3 - Improvement of Instructional Climate:

The I.T.E. graduate can plan for and create an instructional climate which fosters the attainment of knowledge, skills and social growth. Specifically he/she can:

a. Determine group structure and interaction patterns of a group.

b. Determine individual behavior patterns and roles of members within the group.

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[1] The following are examples of performance objectives relative to this domain. A few examples will be provided to illustrate those performances expected of I.T.E. graduates in each of the domains specified.

c. Establish a climate that will facilitate instruction by the establishment of trust and the acceptance of differences among groups and/or individuals.

d. Prepare an environment that leads to the identification, investigation, operation, and projection of group standards.

e. Establish an instructional environment that encourages individual interaction.

Domain # 4 - Fostering Humaneness:

The I.T.E. graduate can demonstrate a commitment to humaneness in that he/she shows respect for the identity of the individual; advocates equal opportunity and fosters human rights. Specifically he/she can:

a. Understand the nature and value of human differences with respect to culture and demonstrate respect for the cultural background of students and others.

b. Understand the nature and value of human differences in language or dialectic differences, and demonstrate respect for the language and dialectic differences of students and others.

c. Seek to determine the potential of each student.

d. Have knowledge of and respect the right of dissent of all citizens, especially students.

III. PERSONNEL INVOLVED

The basic program is divided into four phases (five phases in Night Program)[1] that require four college quarters for completion. In the first three phases, students are required to spend three half days a week in a school, working with children, teachers and administrators. In addition, they spend two half days a week on the college campus where they receive instruction in Educational Psychology, Philosophy of Education, specialized methods and materials, and other educational theory. Campus instruction is coordinated with the students' work out in the field.

The fourth phase of the program is formal directed teaching. The student is assigned to a classroom five full days a week, and is expected to perform all the functions of a regular classroom teacher under the supervision of a university instructor and the cooperating teacher to whose classroom the student is assigned.

The I.T.E. structure consists of three interdisciplinary teams. These teams develop and supervise teacher preparation cooperatively with schools in one or more regions of the Detroit Public Schools and at least one suburb in the Metropolitan area. There are presently sixty-five separate schools participating in this program.

Students register for either the morning, afternoon or evening team[2] in the I.T.E. sequence, with a leader designated to administer the team. Assignments to schools alter-

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[1] The Night Program is also field based; however, it is divided into 5 phases, the first 4 of which approximate the first 3 of the day program. The fifth phase is all day student teaching.

[2] Registration in the late afternoon-evening program is limited and such enrollment must be approved by the Division Screening Committee.

nate within the team's geographic boundaries so that each student has an experience in a core city school and one in a suburban school. Students enrolled in the morning team participate in the program 5 days per week for 3 1/2 hours each morning. Afternoon students are committed for 3 1/2 hours each afternoon throughout the week, with night students being engaged from 5:45 p.m. to 9:15 p.m. three days a week.

Among the general support units are an Advising Coordinator's office which assists team advisers with advising problems. Another support unit is the Center for Teacher Education and Professional Growth and Development which facilitates field placements for the student teaching phase and maintains liaison with all cooperating school districts.

A typical distribution of students categorized by their academic major is shown below from a team consisting of 327 students:

General Elementary	83
Special Education[1]	110
Secondary English	29
Secondary Social Studies	32
Secondary Science	22
Secondary Mathematics	21
Music	20
Physical Education	20
	327

The interdisciplinary nature of the faculty serving these students is indicated by the faculty distribution below. This data is for one of the three I.T.E. teams. Statistics for the Fall 1975 quarter reflect 587 students and 45 faculty equated to a full-time equivalency of 30 faculty.

A Morning Team

Faculty	Area of Expertise
2	Urban Sociology/Introduction to Education
1	Philosophy of Education
1	Elementary & Secondary Mathematics
3	Elementary & Secondary Social Studies
1	Secondary English
1	Elementary & Secondary Science
3	Elementary & Secondary Language Arts & Reading
2	Educational Psychology

Faculty members assigned to a team are responsible for both the theoretical component and field supervision during each quarter. All theoretical aspects of the curriculum are not offered in the same quarter resulting in faculty members alternating assignments from quarter to quarter.

Many of the staff assigned to the team are both graduate and undergraduate faculty. Their load may include a graduate class in addition to an I.T.E. undergraduate assignment. A staff member's involvement in the I.T.E. program may be only a part of his total load; others may have a full-time load with the team.

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[1] While this is an academic major, in Michigan it is an endorsement on an elementary or secondary teaching certificate.

A typical team composition pattern during a quarter consists of the following:

Theoretical Component only.....6 Faculty
Theoretical and Field.....9 Faculty
Field Supervision Only.....12 Faculty (including some part-time)
Total Faculty Involvement.....27 (full-time equivalent of 17.4)

The total represents faculty involved on both a full-time and a part-time basis and is equated to a full-time involvement of 17.4.

IV. BUDGET

Fall Quarter 1975

PERSONNEL		
Faculty Salaries (incl. fringe benefits)	- $234,476	
Secretarial Salaries (incl. fringe benefits)	- 9,520	
Part-time Salaries	- 13,300	$257,296
NON-PERSONNEL		
Supplies and Other Expenses	- 5,667	
Travel	- 3,495	9,162
TOTAL		$266,458

V. CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

Unlike many "new" programs in teacher education, the I.T.E. program does not lie on the periphery; it is the mainstream of undergraduate preparation in the college. The faculty has demonstrated support through its own human resources, as well as financial support from the college and university. This program continues to function on the initial parity relationship between students, teachers, parents, school administrators, community agencies, state department of education officials, and university staff, all of whom participated in its creation. The faculty of I.T.E. believes that the graduate of this program is making a significant contribution to children as a result of each participating agency contributing to the training of the teacher. The placement of these graduates in teaching positions has met with considerable success at a time when teaching positions generally are highly competitive. In the judgment of the I.T.E. faculty, this is a testimony to the quality of the program.

There are a number of differences between this and other training programs. However, the primary differences relate to the type and amount of field interaction between faculty, teachers, and children. The following guidelines were developed to reflect this new emphasis:

a. Students are to give useful service to the children and teachers to whom they are assigned commensurate with the needs of the children and the developing capabilities of the university student.

b. The service will contribute to the professional development of the student. Periodically the exact nature of the service will be determined collaboratively by the principal or teacher, the I.T.E. faculty member, and the student.

c. The student's assignment will not be confined to housekeeping or clerical tasks which keep him out of contact with children or contribute little to his professional growth.

d. The activities of students in Phases I, II, and III are as varied as are the classroom teachers. Some students may be assigned to tutor children individually or in small groups for remediation or enrichment; others may actively assist the teacher with some of the classroom presentations; some may be assigned to work with media in order to enhance the instructional process; others may be assigned to help pupils in library research. As the student's expertise increases, so do his responsibilities.

e. In order to broaden their experiences students are also expected to observe in various classrooms and assist in school-wide functions such as hall duty and supervision of extracurricular activities.

The faculty help bridge the gap between theory and practice because they follow the student into the field and interact with him on the instructional site.

VI. EVALUATION, METHODS, AND RESULTS

The I.T.E. teams have developed a variety of evaluative instruments in an effort to ascertain the progress of each student as well as the overall accomplishments of this program. Questionnaires have been provided to all participants in this training program. In addition a variety of interviews with participants have been conducted in an effort to evaluate the program. Conferences with students is an ongoing process and one which provides continuous information. Evaluation instruments have been developed that assess the ability of our students to meet the required competencies specified in the program.[1] The results of all of these evaluations are summarized and used for program change as needed.

The College of Education received an NCATE evaluation in 1974-75. This NCATE report provided the most comprehensive assessment of the I.T.E. program and concluded that:

> "Whatever else is true about the plan, one consequence is that all teacher education students in basic programs are given maximum opportunity to be fully self-conscious about the role and function of teachers, whatever their variations in level and specialization. Further, the design is competency based and field based."
>
> "The faculty team determined how time will be used to work on competencies accepted as goals by the team--goals previously established through "parity" groups composed of college faculty, public school personnel, students, and community representatives."
>
> "Efforts are made to provide the proper specialists on each team--a difficult undertaking--and to provide the proper balances. As in more conventional programs, instructors express the need for more time in their own specialties, including the humanistic and behavioral studies areas."
>
> "In the Team's view, the effort being made is a solid one and one which is in the vanguard. The faculty has come to see that both theoretical and applied studies are essential and not to be totally separated."

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[1] Samples of evaluative instruments are available upon request.

SUMMARY

Generations of teachers have been prepared in their profession using the lecture method, culminating with a short practicum. This instruction has been provided by the various disciplines of educational theory, philosophy and didactics and the total teacher education program has often suffered from lack of articulation between these disciplines. Over the years attempts have been initiated to eliminate or minimize this lack of articulation. The program presented here is relatively unique in that primary teacher training is field based and student assessment is based on publicly stated competency criteria. Furthermore, instructors in each discipline articulate appropriate knowledge with the practicum experiences in an early and continuous contact between public schools, college undergraduate teacher trainees and college instructors. The locus of this instruction is the public school and children receive service from the teacher trainee as well as the various education professionals.

The Interdisciplinary Teacher Education (I.T.E.) Program at Wayne State University prepares teachers for initial certification in elementary and secondary education. It also provides the initial professional training for students in Special Education, Physical Education, Music, and Foreign Language Education. This program along with Art Education and Vocational and Applied Arts Education comprises the pre-service component of the Division of Teacher Education of the College of Education.

The operational philosophy underlying the I.T.E. program is predicated on four (4) domains: Philosophy of Education; Facilitation of Instruction; Improvement of Instructional Climate; and Fostering Humaneness.

The I.T.E. structure consists of three interdisciplinary teams. Each team develops and supervises programs involving schools in at least one of the regions of the Detroit Public Schools and in at least one suburb East or West of the Metropolitan area depending on where students reside. The program involves 65 separate schools.

Unlike many "new" programs in teacher education, the I.T.E. program does not lie on the periphery, it is the mainstream of our undergraduate preparation. It has the support of the faculty through its own human resources, as well as the economic resources of the college and university. This program was conceived through a parity model involving teachers, parents, school administrators, community agencies, state department of education officials, and university persons. These groups continue to participate in its improvement.

The program is different from most programs. The I.T.E. student spends more time in the field interacting with faculty, teachers, and children. In general the following guidelines apply.

a. Each student serves the children and teachers to whom he/she is assigned in accordance to the needs of the children and the developing capabilities of the university student.

b. The service will be of a nature that contributes to the professional development of the student. At any point in time the exact nature of the service will be worked out collaboratively by the principal or teacher, the university faculty member, and the student.

c. The student's assignment will not be confined to mechanical or clerical tasks which keep him out of contact with children and/or contribute little to his professional growth.

d. The activities that students in Phases I, II, and III are involved in are as varied as are the teachers to whom they are assigned. Some students may be assigned to tutor children individually or in small groups for remediation or enrichment; some students may actively assist the teacher with some of the classroom presentations; some may be assigned to work with media in order to enhance the instructional process; some may be assigned to help pupils in library research. As the student's expertise increases, so do his responsibilities.

e. In order to broaden their experiences students are also expected to observe in various classrooms and assist in school-wide functions such as hall duty and supervision of extracurricular activities.

The faculty help bridge the gap between theory and practice because they follow the student into the field and interact with him on site.

The I.T.E. faculty believes that the graduate of this program is making a superior contribution to children with all participating agencies having a stake in the success of this individual. The placement of these graduates in teaching positions has met with considerable success at a time when teaching positions are generally highly competitive. When this evidence is viewed with the positive NCATE evaluation, it inspires confidence in the viability and quality of the program.

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The teacher preparation program at Wayne State University is an exciting and fulfilling experience. Future teachers are admitted to a new Interdisciplinary Teacher Education (ITE) Program and are immediately placed on field-based teams consisting of college faculty from varied fields, teachers, school administrators, students and community representatives.

The program is *Field Based.* It brings teachers of tomorrow into useful service with children in schools as early as possible. When working in the schools, pre-service students are regarded as professionals in training, and they assume responsibility for educational relationships with pupils as soon as possible. In this program, future teachers are encouraged to participate in programmatic decision making.

The program is *Competency Based.* All assessment of students will be based on publicly stated competency based criteria.

The program is *Flexible.* It accommodates a variety of educational settings. It responds to changing educational needs. It affords the student the opportunity to work at several levels and in various disciplines.

How can you become involved in this rewarding experience? Just follow the steps listed below:

FIRST STEP.....

Being admitted to the College of Education

After completion of 80 quarter hours or 53 semester hours of college credit with an honor point average of *C* or better, obtain admission to the College of Education at Wayne State University. The Admissions Office is located in Room 489, College of Education Building on the Wayne State campus (Detroit, 48202).

CALL.... WRITE.... COME IN....

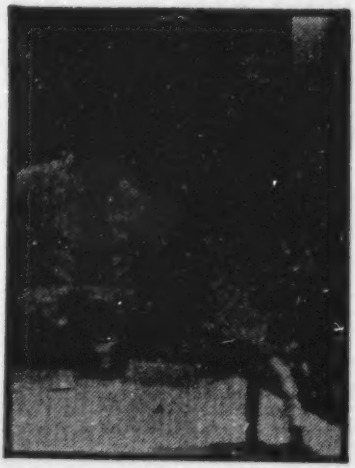
CALL

577-1600

or

577-0977

NEXT STEPS...



Counseling

Undecided about the field you should teach? What are the placement opportunities? What about majors and minors, other requirements?

Simply come in to Room 489, Education Building, between 8:30 am and 5:00 pm. Ask to see a counselor - no appointment is necessary. Otherwise, an interview with an admissions counselor is a normal part of the admission procedure.

Orientation

Once admitted to the ITE Program, students are asked to attend a special orientation session for new students. General information is given on various curriculum areas and professional sequences; a *Plan of Work* is made covering the student's pre-service course work; and your registration form is completed for the next quarter's courses. Your ITE Team assignment is based upon information gathered during the orientation session.

At an orientation meeting, resource faculty from the college placement office explain the job market situation - where the needs are;

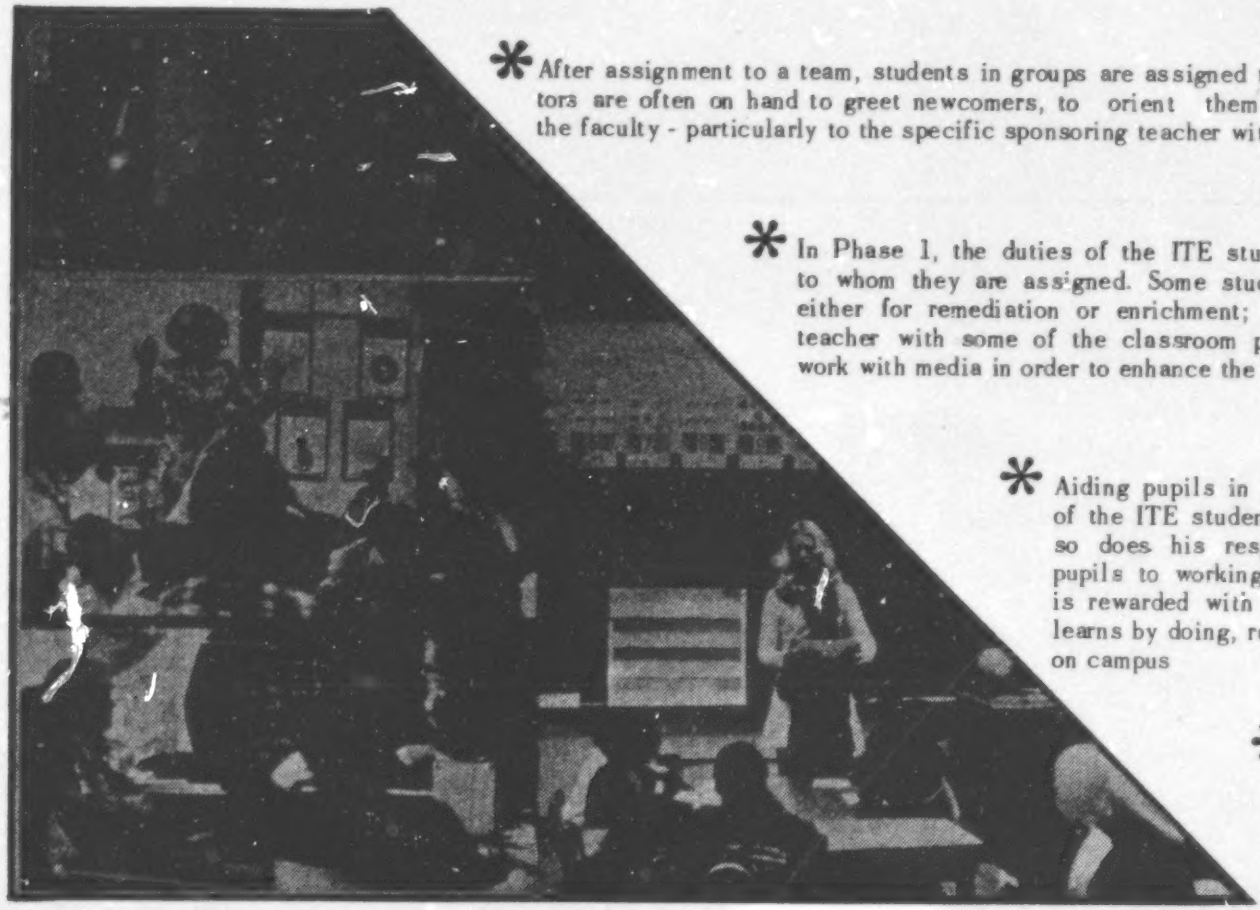
....members of the T.E.D. Division Advising Team explain programs and make out Plans of Work;

....personnel from the Student Teaching Office explain how the assignment pattern works.

GETTING OUT INTO THE

The ITE field structure consists of three teams, each of which develops and supervises programs involving the Regions of the Detroit Public Schools and at least one suburb. During the ITE sequence, assignment of s temated within the team's geographic boundaries so that each student has at least one experience in a city school. Special care is also taken so that each student has exposure to various grade levels. Student Teach level for which certification is desired.

Students register for either a *Morning, Afternoon,* or *Evening* team. In some cases, certai curricul assignment. The *Evening* program is limited, and assignment to that team requires approval by the D.E.D. D



* After assignment to a team, students in groups are assigned to a pa tors are often on hand to greet newcomers, to orient them to the the faculty - particularly to the specific sponsoring teacher with whom

* In Phase 1, the duties of the ITE students to whom they are assigned. Some students either for remediation or enrichment; some teacher with some of the classroom present work with media in order to enhance the instruc

* Aiding pupils in the lib of the ITE student. As so does his responsibi pupils to working with is rewarded with greate learns by doing, reinforc on campus

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NG OUT INTO THE FIELD

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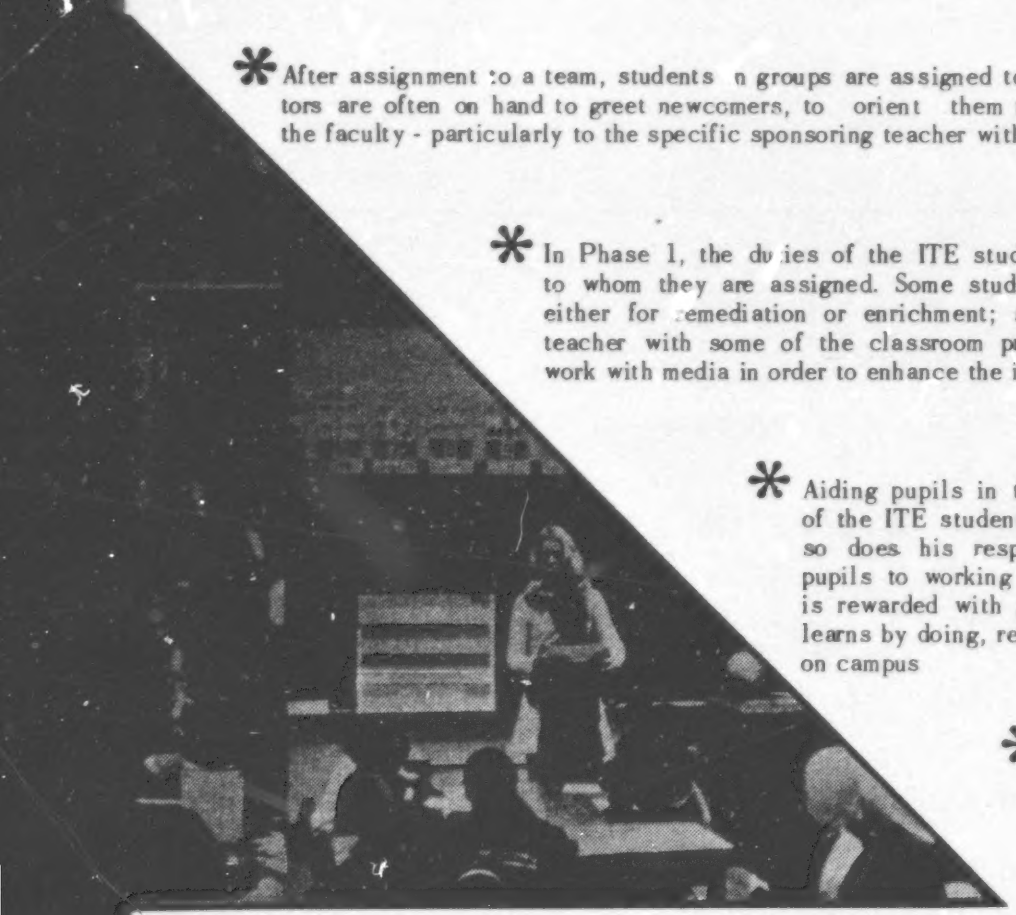
for either a *Morning, Afternoon,* or *Evening* team. In some cases, certain curriculum areas determine the team program is limited and assignment to that team requires approval by the T.E.D. Division Screening Committee.



* After assignment to a team, students in groups are assigned to a particular school. School administrators are often on hand to greet newcomers, to orient them to the building, and to introduce them to the faculty - particularly to the specific sponsoring teacher with whom they will be working.

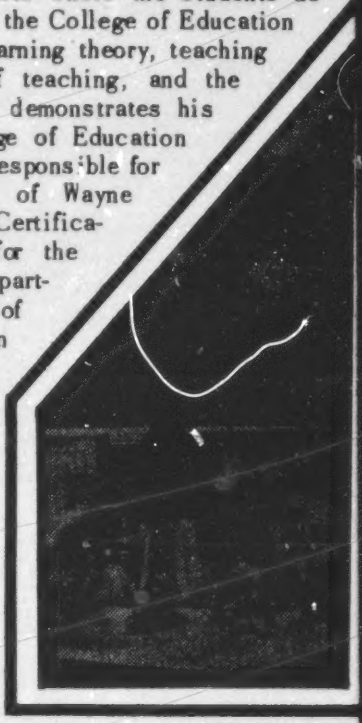
* In Phase 1, the duties of the ITE students are as varied as are the teachers to whom they are assigned. Some students may be assigned to tutor children either for remediation or enrichment; some students may actively assist the teacher with some of the classroom presentations; some may be assigned to work with media in order to enhance the instructional process, etc.

* Aiding pupils in the library is another important activity of the ITE student. As the student's expertise increases, so does his responsibilities: from working with single pupils to working with large groups. Professional growth is rewarded with greater responsibility. The ITE student learns by doing, reinforced by the theory which he receives on campus

* The Field is the laboratory for testing out theories about how kids learn, and what are the most effective teaching strategies in various situations.

WHAT DOES IT TAKE TO BECOME A TEACHER?

The academic background is actually in the form of a consortium between the College of Liberal Arts where the students develops his major(s) and minor(s), the College of Education where the student develops learning theory, teaching strategies, a philosophy of teaching, and the Field, where the student demonstrates his competence. The College of Education is the college solely responsible for the administration of Wayne State's Teacher Certification program for the Michigan Department of Education



Student Teaching: Apprenticeship for a Career

This is the practicum ... a full day ... total responsibility. Here the ITE student has an opportunity to try various teaching devices and strategies while being fully in charge of the classroom. This is what the prospective teacher has been preparing for. The student must prove that he can do an effective job of guiding the learning of all pupils placed in his charge. He soon learns to communicate with pupils both in and out of the classroom.

FINAL STEP.....
From Practice to Employment

Once the ITE student has completed all college requirements in terms of major(s) and minor(s) and electives, and qualifies for the bachelor's degree along with a recommendation to the State Board of Education for a teaching certificate, he or she is now ready to pursue a teaching position anywhere in the State of Michigan, the United States, or anywhere throughout the world.

College of Education Placement Service

The student registers in the College of Education Placement Office where his total record is kept on file. This includes his academic records and written statements concerning his professional growth from college faculty and field representatives who have witnessed his progress. These are available to employers, and are sent upon your request to any school system in the world. ***Most of our graduates are hired.***

The College of Education Placement Office is located in Room 469 of the Education Building. Some of the results of this office's work can be seen in the statistics below, left.

Statistics

1,110 Certified teachers, graduated between Dec.,1973 & August, 1974:

PLACEMENT ACTION:	*Percent*
Teaching Contracts	*57%*
Substitute Teaching full-time	*11%*
Otherwise employed	*15%*
Graduate study	*5%*
Homemakers	*2%*
Still looking	*5%*
Unable to contact	*5%*
TOTAL	*100%*

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Community Schools Service Center

ADMINISTRATION
SUPERINTENDENT
DEPUTY SUPT.
ASST. SUPT.

November 10, 1975

Dr. Leonard Kaplan, Professor and Head
Teacher Education Division
College of Education
Wayne State University
Detroit, Michigan 48202

Dear Len:

I understand that Wayne State University College of Education, ITE Program is being considered for the AACTE Outstanding Program Award. I wanted you to know that in my opinion no other teacher training program I'm aware of deserves it more.

I don't claim to be an expert on teacher training, but as you know I've been in charge of professional hiring, curriculum improvement and our district's teacher training relationships with a number of Michigan's major colleges for the past twelve years. I think that all three functions at least are some qualification to have an opinion. Also, I was chairman of the Oakland Curriculum Council Task Force which wrote the 1970 Position Paper on Teacher Training Relationships.

Wayne State University's College of Education was not only initially more responsive to those rather hard-nosed positions from concerned public school educators, but it also has moved farther and on a larger scale toward their implementation than any teacher training institution in the state. That statement is based on the fact that the Task Force visited the half dozen major institutions the year after the position paper came out and our deputy superintendent did a doctoral study of the first two years of operation of ITE in Hazel Park.

At any rate, our district has been actively involved with ITE since its inception and I think the major principles and components are demonstrably "in place" and in most instances to a high degree of implementation. It certainly, from a public school view, goes far beyond the experimental or pilot programs generated and dropped so frequently by colleges in the past. The College of Education in a way has "institutionalized" an experiment; in the sense that ITE is at least as much a process as a program.

The strong and continuing field base, the use of senior college faculty in the field, the continuity of faculty with local districts and the mutual participation through our Teacher Education Council all yield important elements of process and trust. (We have even had team leaders in regular liason membership on our Administrative Council).

Finally, as both curriculum and hiring official, I can attest to the strong and confident job candidates that result from the sequential escalated experiences with children. (We have hired a number of our "joint products" and our teachers and principals agree they are tops). Besides the trainees provide real help for our children who really need it and we get great staff development mileage out of both real and ego enhancing consultative relationships between college faculty and classroom teachers.

In short, if the AACTE folks are as alert as I hope they'll be, ITE should be a strong prospect for winning the award.

Sincerely,

Dave

David N. Newbury
Assistant Superintendent

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DETROIT PUBLIC SCHOOLS

REGION FIVE
BOW ELEMENTARY SCHOOL
19801 PREVOST DETROIT, MICHIGAN 48235 PHONE 835-4593

20 June 1975

Dr. Leonard Kaplan
Teacher Education Division Chairman
College of Education
Wayne State University
Detroit, Michigan 48226

Dear Dr. Kaplan:

I would like to extend my sincere appreciation to you and your department for the selection of the Bow School as one of your DITE sites for pre-student teaching training during the past two school years. I hope this letter will convince you to allow the program to continue at Bow in the years to come. Under the able guidance of Dr. William W. Wattenberg, many Wayne State University students have served the school and received a well grounded introduction to the field. The students were a positive addition to the classrooms and provided a unique dimension to the school setting. Students were assigned to primary unit and upper elementary homerooms, to special education (emotionally and mentally impaired) classrooms, and to special subject classrooms. The students assumed various responsibilities in the areas of tutoring, counseling, and actual of classroom teaching responsibilities on a limited and supervised basis.

As indicated, I would greatly appreciate consideration for inclusion in the program on a continuing basis because of the value of it not only to your students but also to my school and staff. The survival of urban education mandates the close involvement of the university and the local school. The interaction possible between knowledgable professional of Dr. Wattenberg's stature and a staff of dedicated teachers has not yet been measured and we hope that the program's continuation will provide opportunities to explore this area. I feel that Bow teachers have provided your students a field experience with a highly professional staff. The program also offers opportunities for staff to observe and learn from youngsters entering the field. I hope that you can honor this request.

Please contact me if you wish a more detailed evaluation and/or assessment of the DITE program during 1974-75. I also trust that Bow will be one of the first schools considered for assignment of students in the fall.

Educationally,
E. Harden Graves
E. Harden Graves

cc:Dr. Joseph Sales
Dr. Annamarie Hayes
Dr. William W. Wattenberg

ELVIN GRAVES, PRINCIPAL RUTH CROWLEY AND EMANUAL GINZLER, ASSISTANT PRINCIPALS
MARVIN L. GREENE, REGION FIVE SUPERINTENDENT
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DETROIT PUBLIC SCHOOLS

REGION FOUR

KING ELEMENTARY SCHOOL

13130 GROVE DETROIT, MICHIGAN 48235 PHONE 341-0781

February 6, 1974

Dr. Rudi Alex
Supervisor of D.I.T.E. Program
Wayne State University
Detroit, Michigan 48202

Dear Dr. Alex,

I would like to take this opportunity to commend the D.I.T.E. Program for its tremendous value to both the pre-student teachers and King School Children receiving their services. The pre-student teacher is afforded the opportunity to view many different teaching techniques, work with various grade levels, work in urban and suburban situations and become much better prepared for the student teaching contact. The children receiving services of the D.I.T.E. Students are given more individual attention and teachers are able to individualize instruction for many of their students. The children also learn to identify with all of the adults in their classroom, many times a male which is a limited experience in the elementary grades. The greatest attribute is the positive relationships children developed with the D.I.T.E. Students.

As a past participant in pre-student teacher training programs, I can equate its effectiveness over a period of years. My observations have all been very positive. We at King have seen D.I.T.E. Students go through all phases, have student teaching contacts and become teachers on the King School Staff. Therefore, our situation here at King is living proof that the program is a tremendous success.

Once again, I would like to express my enthusiasm for the program and my small part in it.

Sincerely,

Brenda Clavon

Brenda Clavon
Chapter III Coordinator

EVELYN CRANE, PRINCIPAL MICHAEL G. FODOR, ASSISTANT PRINCIPAL
FLORENCE C. JACQUE, REGION FOUR SUPERINTENDENT
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